BLOOMSM4TH

Makes Maths Fun

Level 5
2D SPACE

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

By Rachel McCann (B.Teach; B.Ed Hons; M.ED (Special Ed.)

Level 5

2D Space

Level 5 is designed for students in their fifth year at school often called Year 4. Students will compare and describe angles in practical situations.

Knowledge: Students will identify angles as a right angle and smaller or larger than a right angle.

Students who demonstrate proficiency in this activity move on to Comprehension.

STOP Students stop here as they require additional teacher support to master this activity.

Comprehension: Students will identify angles in polygons as acute or obtuse.

Students who demonstrate proficiency in this activity move on to Application.

STOP Students stop here if time has run out or they require additional support with this activity.

Application: Students will identify angles as straight, right, acute and obtuse.

Students who demonstrate proficiency in this activity move on to Analysis.

STOP Students stop here if time has run out or they require additional support with this activity.

Analysis: Students will record the size of a given angle on a compass.

Students who demonstrate proficiency in this activity move on to Synthesis.

STOP Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students will read and match angles to solve a riddle.

Evaluation: Suggested questions provide a starting point for discussions related to 2D Space and Angles.

Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.
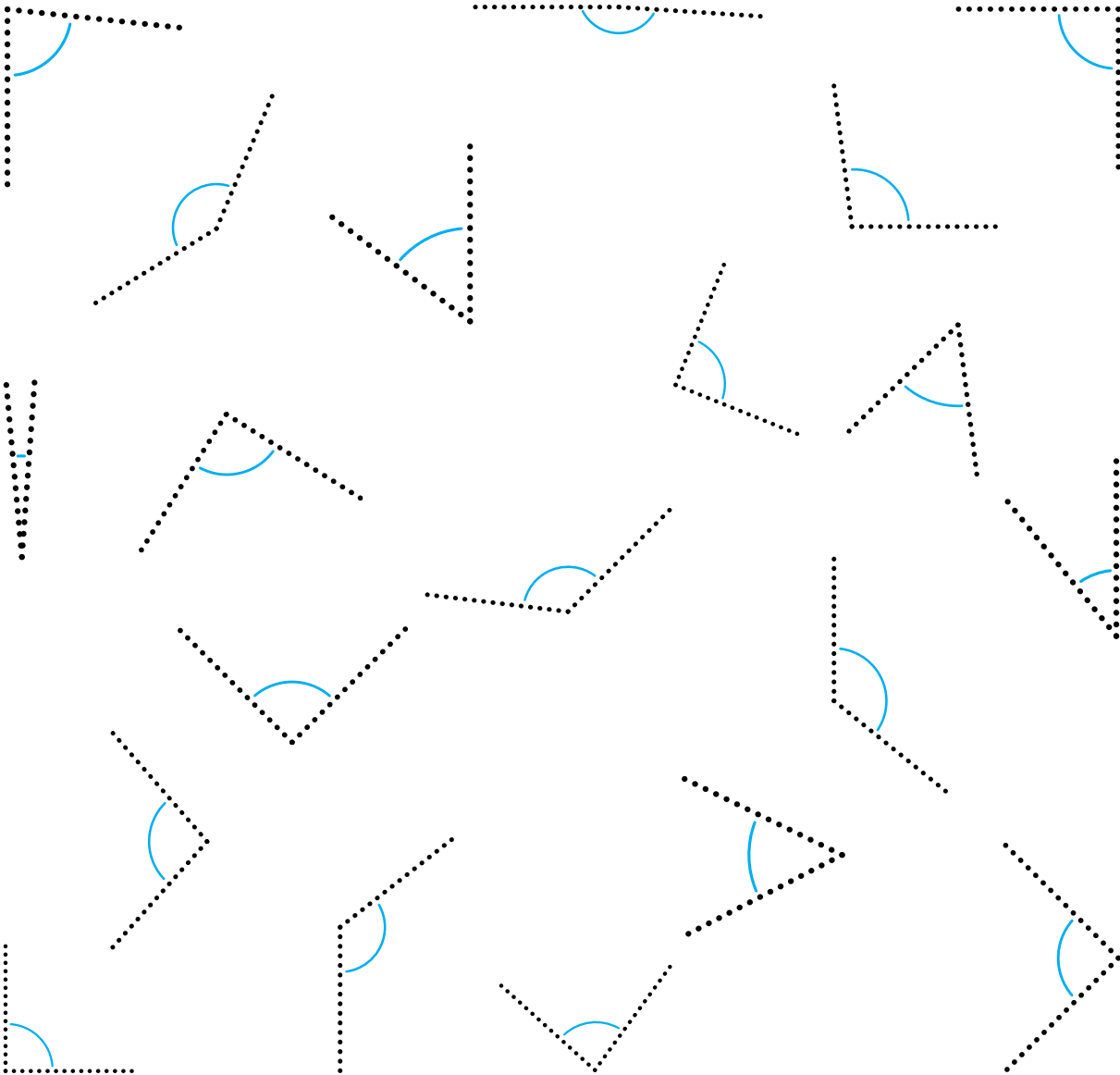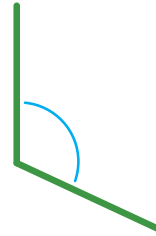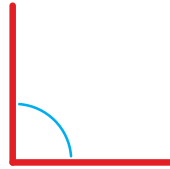
All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: _____

Knowledge

For each angle shown trace over the angles which are a 90⁰ right angle in RED. If they are acute and less than 90⁰ colour them BLUE and if they are obtuse and more than 90⁰ colour them GREEN.

Knowledge

Comprehension

Application
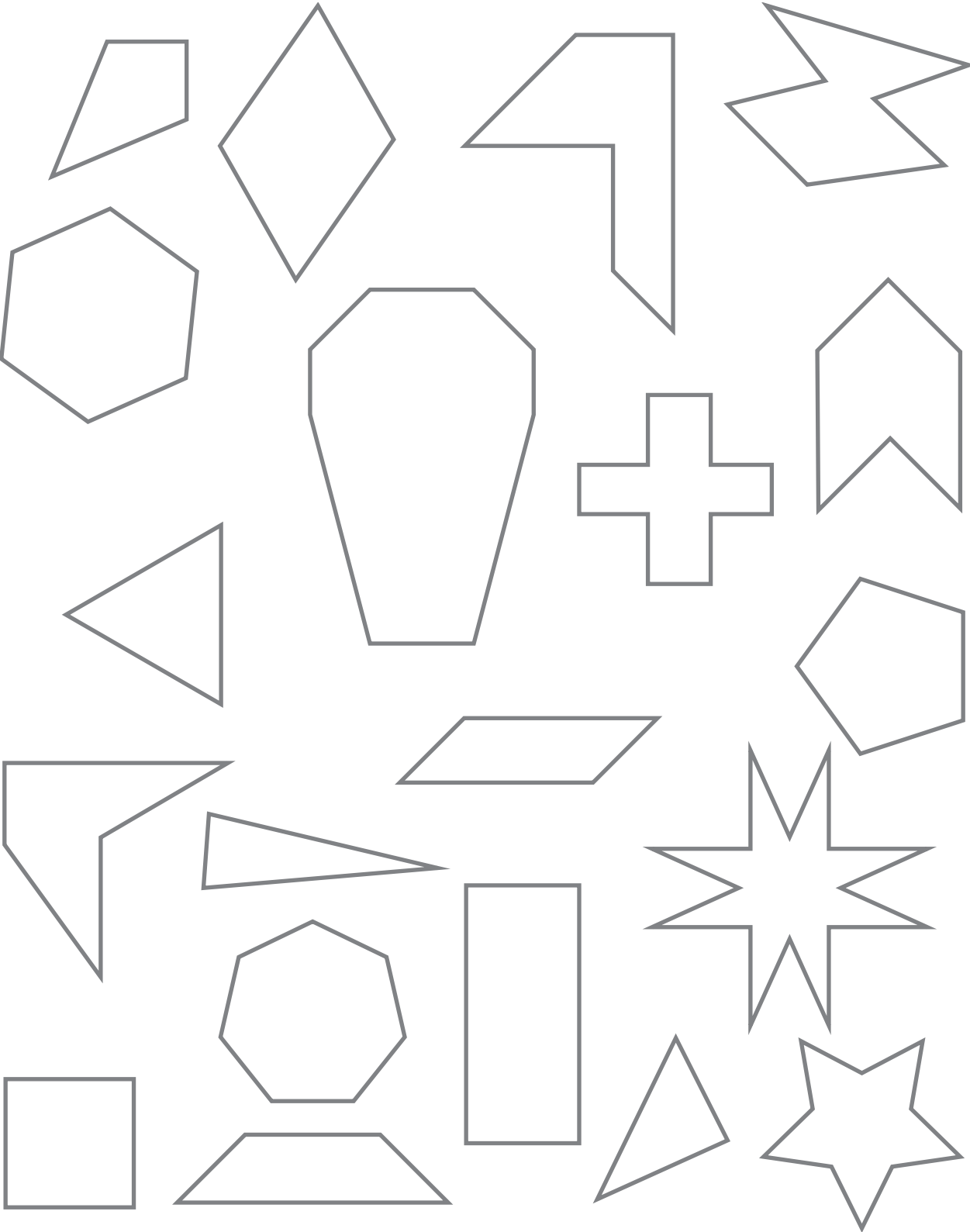
Analysis

Synthesis

Evaluation

Let's Try This Again

Progress To Comprehension

2D 5 KN

Name: _____

Comprehension

In each shape below colour the 90⁰ right angle in RED, the acute angles of less than 90⁰ BLUE and the obtuse angles of more than 90⁰ GREEN.
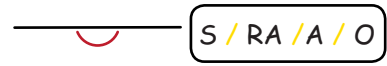
2D Space - Level 5 - Students will compare and describe angles in practical situations.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Let's Try This Again   Progress To Application

2D 5 CP

Name: _____

Application

Mark each angle below as **s**traight (180^0), a **r**ight **a**ngle (90^0), **a**cute (less than 90^0) or **o**btuse (more than 90^0) in the box next to each angle.

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

S / RA / A / O

Knowledge

Comprehension

Application

Analysis

Synthesis
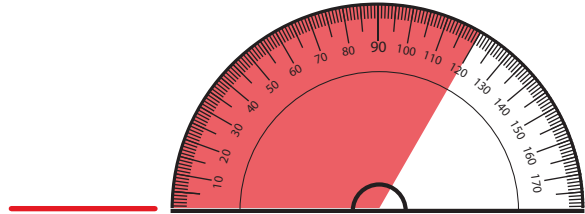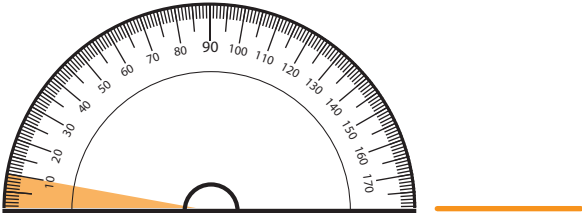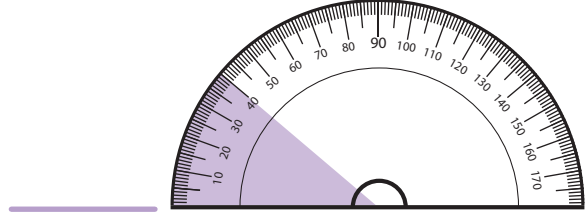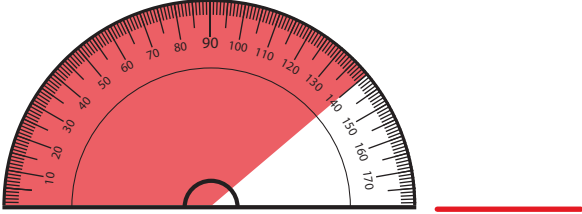
Evaluation

BLOOMSM4TH

Let's Try This Again

Progress To Analysis

2D 5 AP

Name: _____

Analysis

Record the size shown on each protractor below.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

BLOOMSMATH
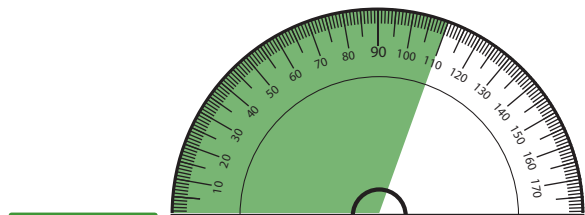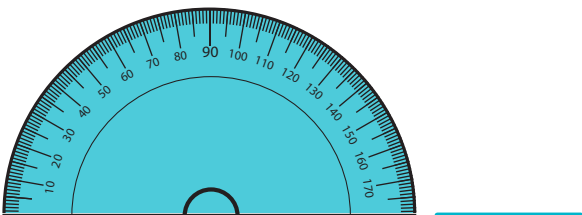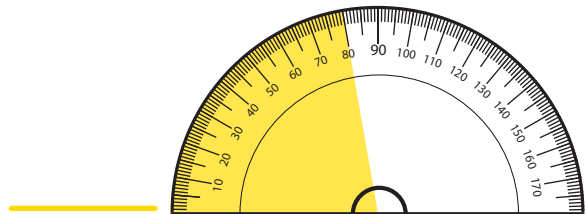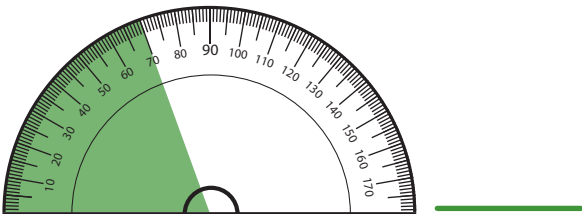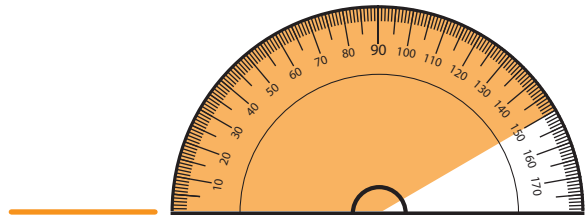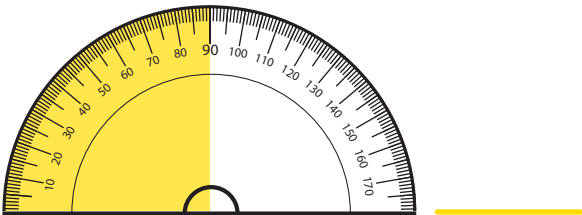
Let's Try This Again
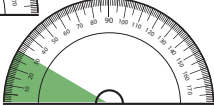
Progress To Synthesis

2D 5 AN

Name: _____

Synthesis

Match each angle to its size to find out why you should never argue with a 90^0 angle.

1	2	3	4	4	6	2		7	8
7	6		4	9	10	4	11	6	
12	7	13	14	8					

1   •   • 80^0 **C**

2   •   • 110^0 **U**

3   •   • 50^0 **T**

4   •   • 70^0 **W**

5   •   • 10^0 **L**

6   •   • 40^0 **B**

7   •   • 100^0 **Y**

8   •   • 20^0 **S**

9   •   • 140^0 **R**

10   •   • 60^0 **G**

11   •   • 180^0 **E**

12   •   • 170^0 **H**

13   •   • 30^0 **A**

14   •   • 90^0 **I**

Let's Try This Again   Progress To Evaluation

2D 5 SS

BLOOMSMATH

Evaluation

The following questions and activities are provided as a starting point for fun discussions related to 2D Space and Angles. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the 2D Space and Angles activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.

How many acute, right angles and obtuse angles can students find in and around the classroom.

Which type of angle is most common?

Show students that the angle sum of a polygon is the number of triangles that can be drawn inside it starting with a square or rectangle.

Discuss various methods for remembering acute versus obtuse ie. A is pointed while O is blunt or acute is small and cute.

Have students attempt to draw a given angle such as 60^0 and see how accurate they are.

Show students how the corner of a piece of paper can be used to check for right angles.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

BLOOMSMATH